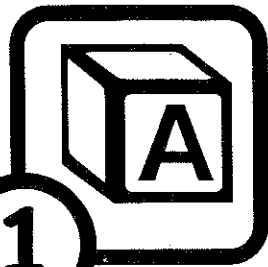


# Risk Watch<sup>TM</sup>



## FIRST GRADE SUPPLEMENTAL LESSONS

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### RISK WATCH<sup>TM</sup> AREA: MOTOR VEHICLE SAFETY / BUS SAFETY

#### Objective:

Students will be able to identify school bus safety rules when read a story.

#### Materials:

Story on page 3

Chart paper

Risk Watch<sup>TM</sup> Curriculum

#### Procedure:

1. Begin with a class K-W-L chart on bus safety rules. (What I Know, What I Want to Know, and What I Learned)
2. Present the Risk Watch<sup>TM</sup> Curriculum on Bus Safety.
3. Read the safety story to the class. Having the story on the overhead would be helpful.
4. Students will be asked to listen for the safety rules as the story is read. Break the story into sections if necessary.
5. Have a class discussion on the rules the children remembered. Write their responses on chart paper.
6. Assign a safety rule to pairs of children for them to role-play.
7. Give 10 minutes to practice their role-play.
8. Present to the class.

#### Extension activity:

Have the children create safety posters with each rule to display in the classroom. Can be used as sponge activity to review and reinforce the rules.

#### ARIZONA STATE STANDARDS:

##### LANGUAGE ARTS

STANDARD 1: READING, STUDENTS LEARN AND EFFECTIVELY APPLY A VARIETY OF READING STRATEGIES FOR COMPREHENDING, INTERPRETING, AND EVALUATING A WIDE RANGE OF TEXTS INCLUDING FICTION, NONFICTION, CLASSIC AND CONTEMPORARY WORKS.

R-F3. USE READING COMPREHENSION STRATEGIES SUCH AS DRAWING CONCLUSIONS, SUMMARIZING, MAKING PREDICTIONS, IDENTIFYING CAUSE AND EFFECT, AND DIFFERENTIATING FICTION FROM NONFICTION

PO 2. RESTATE INFORMATION FROM A READING SELECTION

##### HEALTH

STANDARD 5 STUDENTS DEMONSTRATE THE ABILITY TO USE INTERPERSONAL SKILLS TO ENHANCE HEALTH.

SCH-F2. DESCRIBE CHARACTERISTICS NEEDED TO BE A RESPONSIBLE FRIEND AND FAMILY MEMBER

PO 2. LIST CHARACTERISTICS NEEDED TO BE RESPONSIBLE



## Safety on the Bus

It was the first day of school and Taylor was very excited. He waited patiently at the bus stop. His older brother told him to stand 5 giant steps away from the curb until the bus came to a complete stop. He saw the bus coming in the distance. He took his 5 giant steps backwards and waited until the bus came to a complete stop in front of him and the other children. As the bus driver opened the door, the children lined up in a single file line. They all remembered not to push or shove each other in line. Quickly they found a seat and put their backpacks on their laps. The aisles were clear of feet, books, backpacks and lunchboxes; no one would trip or get hurt. Taylor wanted to get out of his seat, but he remembered that he had to stay where he was and not change seats on the bus. Changing seats would make it hard for the bus driver to concentrate on keeping everyone safe. Taylor saw his friend and he wanted to yell to him. He suddenly remembered that yelling was not a good choice; you must be quiet on the bus. The windows on the bus were down due to the hot temperatures. As the bus approached the school, he saw his other friends and he wanted to stick his head out the window and yell and wave to them. He was reminded by his brother that this would not be safe. Taylor sat down. They arrived at school and as Taylor got off the bus he took 5 giant steps away from it. He knew it was not safe to walk too close to the bus. Taylor dropped his lunch and instead of picking it up right away he got the attention of the bus driver so that the bus driver would be aware that he was close to the bus. Taylor said, "Thank you for keeping me safe." Taylor continued on his way to the crosswalk. He looked left and right for any cars and then as he crossed the street he looked left again. Taylor gets to school safely every day by keeping safety rules in mind.



### RISK WATCH™ AREA: FIRE AND BURN PREVENTION

#### Objective:

Students will be able to restate fire safety rules upon hearing the fictional story, Stop, Drop and Roll, by Margery Cuyler

#### Materials:

Risk Watch™ Curriculum

Stop, Drop and Roll, by Margery Cuyler

Poster paper

Crayons and pencils

#### Procedure:

1. Upon completion of the fire safety section of the Risk Watch™ Curriculum, read Stop, Drop and Roll to the students.
2. Discuss and list on the board the fire safety messages in the story. These could include:
  - a. Homes should have a smoke alarm on every level.
  - b. Families should make and practice a home escape plan.
  - c. Never touch matches or lighters.
  - d. Installing home fire sprinklers is a good idea.
  - e. Keep electric heaters at least three feet away from things that could burn.
  - f. Crawl low under smoke.
  - g. If your clothes catch on fire, stop, drop and roll.
3. Have students work in groups to create posters with the fire safety messages.
4. Upon completion students could put on a fire safety "assembly" for a class of kindergarteners.

#### ARIZONA STATE STANDARDS:

##### LANGUAGE ARTS

##### STANDARD 3: READING

STUDENTS LEARN AND EFFECTIVELY APPLY A VARIETY OF READING STRATEGIES FOR COMPREHENDING, INTERPRETING AND EVALUATING A WIDE RANGE OF TEXTS INCLUDING FICTION, NONFICTION, CLASSIC AND CONTEMPORARY WORKS.

R-F3. USE READING COMPREHENSION STRATEGIES SUCH AS DRAWING CONCLUSIONS, SUMMARIZING, MAKING PREDICTIONS, IDENTIFYING CAUSE AND EFFECT, AND DIFFERENTIATING FICTION FROM NONFICTION  
PO 2. RESTATE INFORMATION FROM A READING SELECTION

##### HEALTH

STANDARD 1: STUDENTS COMPREHEND CONCEPTS RELATED TO HEALTH PROMOTION AND DISEASE PREVENTION.

1CH-F7. IDENTIFY THE CHARACTERISTICS, CAUSES, PREVENTION AND TREATMENT OF COMMON CHILDHOOD INJURIES AND ILLNESSES  
PO 4. ILLUSTRATE WAYS TO PREVENT INJURIES



### RISK WATCH™ AREA: CHOKING, SUFFOCATION, AND STRANGULATION PREVENTION

#### Objective:

Students will be able to identify the effects of unsafe situations involving choking, strangulation and suffocation.

#### Materials:

Construction paper

Pencils

Crayons or markers

Chart Paper

Scenario handout

Risk Watch™ Curriculum

*If You Give a Mouse a Cookie*, by Felicia Bond

#### Procedure:

1. Read the book, *If You Give a Mouse a Cookie*, by Felicia Bond
2. Discuss cause and effect.
3. Relate cause and effect to their everyday life by giving examples.
4. Using the scenario handout on page 6, generate possible effects from the children.
5. After discussion, have the children create a class book that shows how to avoid choking, strangulation or suffocating.

#### Scenario handout:

See following page.

#### ARIZONA STATE STANDARDS:

##### LANGUAGE ARTS

STANDARD 1: READING, STUDENTS LEARN AND EFFECTIVELY APPLY A VARIETY OF READING STRATEGIES FOR COMPREHENDING, INTERPRETING, AND EVALUATING A WIDE RANGE OF TEXTS INCLUDING FICTION, NONFICTION, CLASSIC AND CONTEMPORARY WORKS.

R-F3. USE READING COMPREHENSION STRATEGIES SUCH AS DRAWING CONCLUSIONS, SUMMARIZING, MAKING PREDICTIONS, IDENTIFYING CAUSE AND EFFECT, AND DIFFERENTIATING FICTION FROM NONFICTION

PO 4. IDENTIFY CAUSE-AND-EFFECT RELATIONSHIPS

##### HEALTH

STANDARD 6 STUDENTS DEMONSTRATE THE ABILITY TO USE GOAL SETTING AND DECISION-MAKING SKILLS TO ENHANCE HEALTH

6 CH-F1. APPLY A SOUND DECISION-MAKING PROCESS TO RESOLVE HEALTH ISSUES AND PROBLEMS

PO 3. DEMONSTRATE POSITIVE DECISION-MAKING TO RESOLVE A HEALTH ISSUE OR PROBLEM



- ① What if your friend found a plastic bag and told you to put it on your head?
- ② What if you were playing doggies and you wanted a leash, so you tied a ribbon around your friend's neck?
- ③ What if you were playing hide and seek in your house and you found a great hiding spot in the dryer?
- ④ What if you had a long string hanging from your jacket and you were playing on the jungle gym?
- ⑤ What if you were playing Sheriff with your brother and the space between the railings looked just the right size for your head?
- ⑥ What if your friend has a marble and says this looks good enough to eat?
- ⑦ What if your bed is near the window and you start to play with the long cord hanging from the blinds?
- ⑧ What if you are having a French fry eating contest with your friend and you are eating very quickly?
- ⑨ What if you saw a car in the parking lot and the trunk was open and you wanted to hide from your big sister?
- ⑩ What if your friend gave you a balloon and you stretched it over your mouth to make funny noises?

### RISK WATCH<sup>TM</sup> AREA: POISONING PREVENTION

#### Objectives:

Students will be able to distinguish between poisonous and non-poisonous substances. Students will assist the teacher in creating a classroom graph.

#### Materials:

Samples of poisonous and non-poisonous items. For example, Tums, bleach, cleaning supplies, vitamins, cough medicine, Tylenol, Windex, Clorox, shampoo, mouthwash, aspirin, liquid Tylenol, Sprite, Mountain Dew, candy, cookies, cereal, milk, yogurt, and gum

Worksheets: "Poisons and Non-Poisons", Pictograph cut-outs, Pictograph

Risk Watch<sup>TM</sup> Curriculum

#### Preparation:

The day before (or several days before) this lesson, send home the "Poisons and Non-poisons" worksheet for homework. The students will need this sheet to complete this lesson.

#### Procedures:

1. Introduce the terms poisonous and non-poisonous by writing them on the board and discussing each term. Ask the children to define each or tell them the definition. Poisonous items are capable of making us sick or possibly causing death. Non-poisonous food items are safe to consume. Other items might be non-poisonous but are not supposed to be eaten.
2. Use the samples of items above to discuss and categorize into poison and non-poisonous substances. Discuss the real use and the main purpose of each item.
3. Have the students complete the bottom of the worksheet, placing the items they found in their house under the correct heading.
4. Have the students count how many poisons they found and then how many of the non-poisonous items they found in their homes.
5. The students will use the cutouts on the attached worksheet to make a pictograph of the items found in their homes.
6. Have students share their findings with each other. Discuss the dangers of poisons and why children should not touch them.
7. Discuss what should be done if poison is accidentally ingested. (call Poison Control Center or call 9-1-1)

#### ARIZONA STATE STANDARDS:

##### MATH

**STANDARD 2: DATA ANALYSIS AND PROBABILITY, STUDENTS USE DATA COLLECTION AND ANALYSIS, STATISTICS, AND PROBABILITY TO MAKE VALID INFERENCES, DECISIONS, AND ARGUMENTS AND TO SOLVE A VARIETY OF REAL-WORLD PROBLEMS.**

2M-F2. CONSTRUCT, READ, AND INTERPRET DISPLAYS OF DATA TO MAKE VALID DECISIONS, INFERENCES, AND PREDICTIONS.

PO 1. MAKE AND LABEL A GRAPH FROM ORGANIZED DATA

##### HEALTH

**STANDARD 1 STUDENTS COMPREHEND CONCEPTS RELATED TO HEALTH PROMOTION AND DISEASE PREVENTION**

1 CH-F7. IDENTIFY THE CHARACTERISTICS, CAUSES, PREVENTION AND TREATMENT OF COMMON CHILDHOOD INJURIES AND ILLNESSES

PO 2. LIST COMMON CHILDHOOD INJURIES, THEIR CAUSES, PREVENTION AND TREATMENT

Name \_\_\_\_\_

Date \_\_\_\_\_

**HOMEWORK:** With an adult's help find these items. Check off the items that you have in your home.

1. \_\_\_\_\_ Bleach

6. \_\_\_\_\_ Apple Juice

2. \_\_\_\_\_ Milk

7. \_\_\_\_\_ Aspirin

3. \_\_\_\_\_ Chlorine

8. \_\_\_\_\_ Baby formula/food

4. \_\_\_\_\_ Nail polish remover

9. \_\_\_\_\_ Cough medicine

5. \_\_\_\_\_ Sprite

10. \_\_\_\_\_ Cheese

**CLASSROOM WORK:** Use the list above and write the items found in your house under the correct heading.



Poisons



Non-Poisons

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_

5 \_\_\_\_\_

\_\_\_\_\_

How many poisons did you find?

How many non-poisons did you find?

\_\_\_\_\_

\_\_\_\_\_



Use the cutouts below to make your pictograph. Your graph will show how many of each you found in your house.



Poisons




Non-Poisons


Name \_\_\_\_\_

Date \_\_\_\_\_

# Pictograph



Poisons



Non-Poisons

### RISK WATCH<sup>TM</sup> AREA: FALLS PREVENTION

#### Objective:

Students will design a safety vest that shows how to be safe on the playground.

#### Materials:

Butcher paper cut into vests or large, brown grocery sacks

Prior knowledge of playground rules

Risk Watch<sup>TM</sup> Curriculum

Safety on the Playground by Lucia Raatma

#### Procedure:

1. Read the book, Safety on the Playground.
2. Have students design their safety vest, which will have illustrations of playground safety rules.
3. Beside each illustration students will write:

"I am safe on the \_\_\_\_\_."

They can fill in the blank with swings, slide, jungle gym, bars, rings, soccer field or basketball court (whatever equipment they practice safe rules with). Have the sentence written on the board for students to copy and have them brainstorm playground equipment.

4. Each recess assign two students to be the "safety officers". These students will wear their safety vests and note students who are being safe on the playground.

#### ARIZONA STATE STANDARDS:

##### LANGUAGE ARTS

**STANDARD 2: WRITING** STUDENTS EFFECTIVELY USE WRITTEN LANGUAGE FOR A VARIETY OF PURPOSES AND WITH A VARIETY OF AUDIENCES.

W-F2. USE CORRECT SPELLING, PUNCTUATION, CAPITALIZATION, GRAMMAR AND WORD USAGE, AND GOOD PENMANSHIP TO COMPLETE EFFECTIVELY A VARIETY OF WRITING TASKS.

PO 2. PUNCTUATE ENDINGS OF SENTENCES  
PO 5. WRITE LEGIBLY

##### HEALTH

**STANDARD 1** STUDENTS COMPREHEND CONCEPTS RELATED TO HEALTH PROMOTION AND DISEASE PREVENTION.

1 CH-F7. IDENTIFY THE CHARACTERISTICS, CAUSES, PREVENTION AND TREATMENT OF COMMON CHILDHOOD INJURIES AND ILLNESSES  
PO 4. ILLUSTRATE WAYS TO PREVENT INJURIES

### RISK WATCH<sup>TM</sup> AREA: FIREARMS INJURY PREVENTION

#### Objective:

Students will be able to identify the rules for gun safety by creating a mobile with given rules.

#### Materials:

Construction paper

Scissors

Hangers

Glue

Worksheet with the rules

Yarn

Crayons, markers, colored pencils

Risk Watch<sup>TM</sup> Curriculum

#### Procedure:

1. Present the information from the Risk Watch<sup>TM</sup> Curriculum on Firearms Safety to the class.
2. Invite a police officer to come in and speak about gun safety or you could also read a book on gun safety.
3. Discuss the gun safety rules: if you find a gun or bullets, go and tell an adult, do not touch or pick up a gun, if you have one at home or see one at a friend's house, stay away from it.
4. Using the materials, have the children create their mobiles. At the top of the mobile, have them draw a picture of themselves, to remind themselves to be safe around guns.
5. Have students fill in the blanks and add a corresponding illustration to each sentence.
6. Attach each sentence and illustration to a hanger to make a gun safety mobile to display in the classroom.

#### ARIZONA STATE STANDARDS:

##### LANGUAGE ARTS

**STANDARD 2: WRITING STUDENTS EFFECTIVELY USE WRITTEN LANGUAGE FOR A VARIETY OF PURPOSES AND WITH A VARIETY OF AUDIENCES.**

W-F2. USE CORRECT SPELLING, PUNCTUATION, CAPITALIZATION, GRAMMAR AND WORD USAGE, AND GOOD PENMANSHIP TO COMPLETE EFFECTIVELY A VARIETY OF WRITING TASKS

PO 2. PUNCTUATE ENDINGS OF SENTENCES

PO 5. WRITE LEGIBLY

##### HEALTH

**STANDARD 1 STUDENTS COMPREHEND CONCEPTS RELATED TO HEALTH PROMOTION AND DISEASE PREVENTION.**

1 CH-F7. IDENTIFY THE CHARACTERISTICS, CAUSES, PREVENTION AND TREATMENT OF COMMON CHILDHOOD INJURIES AND ILLNESSES

PO 4. ILLUSTRATE WAYS TO PREVENT INJURIES

**RISK WATCH™ AREA: FIREARMS INJURY PREVENTION**

Worksheet for the Gun Safety Mobile. Have students put the following words in the correct sentence.

**safe****tell****bullets****touch****guns**

1. I will \_\_\_\_\_ an adult if I see  
a gun.

2. I will stay away from \_\_\_\_\_  
and \_\_\_\_\_ .

3. I will not \_\_\_\_\_ a gun.

4. I will be \_\_\_\_\_ around guns.

### RISK WATCH™ AREA: BIKE AND PEDESTRIAN SAFETY

#### Objective:

Students will use sequencing and cause and effect to review bike safety rules.

#### Materials:

Risk Watch™ Curriculum

*I'm Safe on my Bike* by Wendy Gordon

#### Procedure:

1. Read *I'm Safe on my Bike* by Wendy Gordon.

2. The reading activities that follow may be done on the same day or done over consecutive days.

3. Discuss sequencing and words that good writers use to let the reader know the order of the story. Write the following sentences on the board, overhead or chart, emphasizing the safety lessons.

Then Kip's dad teaches him to stop and look every time he rides.

Last, Kip practices looking left, right and left.

First, Kip hits the boy on the blue bike and falls down.

4. Discuss these events as they happened in the story. Have the students tell you how to place the sentences in the correct order. Rewrite the sentences in the correct order.

5. On the worksheet provided to them, students will rewrite the four sentences in the correct order. Depending on level and time of year this may need to be guided practice.

6. Discuss the concept of cause and effect. Give the students examples such as, "If I flip the light switch downward, the lights will \_\_\_\_\_."

"If you do not follow safety rules then \_\_\_\_\_."

"Marla got a bad sunburn because \_\_\_\_\_."

7. On the next part of the worksheet have the students match the beginning of the sentence (effect) with the second half (cause).

8. Discuss safe bike riding with the students. Explain that they should ride on the sidewalk and with adult supervision. Children this age should not ride at night or in the street unless an adult is with them.

9. Have the students draw two pictures of ways to be safe on their bicycles. Pictures could include wearing bike helmets, wearing shiny material that can be seen easily, looking both ways, riding on the sidewalk, or riding with an adult present.

#### ARIZONA STATE STANDARDS:

##### LANGUAGE ARTS

**STANDARD 1: READING, STUDENTS LEARN AND EFFECTIVELY APPLY A VARIETY OF READING STRATEGIES FOR COMPREHENDING, INTERPRETING, AND EVALUATING A WIDE RANGE OF TEXTS INCLUDING FICTION, NONFICTION, CLASSIC AND CONTEMPORARY WORKS**

R-F4: IDENTIFY FACTS AND THE MAIN IDEA, SEQUENCE EVENTS, DEFINE AND DIFFERENTIATE CHARACTERS, AND DETERMINE AN AUTHOR'S PURPOSE IN A RANGE OF TRADITIONAL AND CONTEMPORARY LITERATURE.

PO 2. SEQUENCE A SERIES OF EVENTS FROM A READING SELECTION

R-F3: USING READING COMPREHENSION STRATEGIES SUCH AS DRAWING CONCLUSIONS, SUMMARIZING, MAKING PREDICTIONS, IDENTIFYING CAUSE AND EFFECT, AND DIFFERENTIATING FICTION FROM NONFICTION

PO 4. IDENTIFY CAUSE AND EFFECT RELATIONSHIPS.

##### HEALTH

**STANDARD 1 STUDENTS COMPREHEND CONCEPTS RELATED TO HEALTH PROMOTION AND DISEASE PREVENTION.**

1 CH-F7. IDENTIFY THE CHARACTERISTICS, CAUSES, PREVENTION AND TREATMENT OF COMMON CHILDHOOD INJURIES AND ILLNESSES

PO 4. ILLUSTRATE WAYS TO PREVENT INJURIES

Name \_\_\_\_\_

Date \_\_\_\_\_

Rewrite the sentences in the correct order.

At the end of the ride they get stickers.

After they get to the rodeo, Hoot checks the children's bikes and helmets.

First, Mom takes the children to the bike rodeo.

Next, they ride through the course.

1

2

3

4

**Draw a line to match the first part of the sentence with the correct ending.**

- |   |   |
|---|---|
| 1. Kip's dad says he needs a new helmet because...  | ...he was told to go slow.                          |
| 2. Patty wears shiny tape on her clothes so that... | ...he had a crash in his old one and it is cracked. |
| 3. Kip did not ride fast down the hill because...   | ...she will be seen.                                |

**Draw two pictures of ways to be safe on your bike.**

**1.**

**2.**





### RISK WATCH™ AREA: WATER SAFETY

#### Objective:

Students will make predictions about the book, *Swimming Lessons*, by Betsy Jay

#### Materials:

The book, *Swimming Lessons*, by Betsy Jay

Construction paper

Writing paper

Pencils

Crayons, colored pencils, markers

Risk Watch™ Curriculum

#### Procedure:

1. Show the book *Swimming Lessons* and tell the children you are going to read the first part of this book about a little girl who is afraid to learn how to swim.
2. Discuss why it is so important for children to know how to swim.
3. Discuss water safety rules from the Risk Watch™ Curriculum.
4. Read the first part of *Swimming Lessons*, up until the swimming teacher says, "Three" as the children are lined up to jump in the pool one by one. (Sorry, there are no page numbers!)
5. Have the children use their crayons and paper to draw a picture of what they think will happen next. Students can write a sentence under their picture.
6. Have students share their ending to the story and why they chose the ending they did. Explain that there are no real right or wrong answers here.
7. Read the end of the book and discuss.
8. Reemphasize the importance of being safe around water and review the water safety rules from the Risk Watch™ lesson.

#### ARIZONA STATE STANDARDS:

##### LANGUAGE ARTS

STANDARD ONE: READING, STUDENTS LEARN AND EFFECTIVELY APPLY A VARIETY OF READING STRATEGIES FOR COMPREHENDING, INTERPRETING, AND EVALUATING A WIDE RANGE OF TEXTS INCLUDING FICTION, NONFICTION, CLASSIC AND CONTEMPORARY WORKS

R-F3. USE READING COMPREHENSION STRATEGIES SUCH AS DRAWING CONCLUSIONS, SUMMARIZING, MAKING PREDICTIONS, IDENTIFYING CAUSE AND EFFECT, AND DIFFERENTIATING FICTION FROM NONFICTION.

PO 3. PREDICT EVENTS, ACTIONS AND BEHAVIORS USING PRIOR KNOWLEDGE AND/OR DETAILS TO COMPREHEND A READING SELECTION.

##### HEALTH STANDARD 3

STUDENTS DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND REDUCE HEALTH RISKS.

3CH-F1. IDENTIFY RESPONSIBLE HEALTH BEHAVIORS AND COMPARE THEM TO RISKY/HARMFUL BEHAVIORS  
PO 1. DISCUSS RESPONSIBLE HEALTH BEHAVIOR VS. RISKY OR HARMFUL BEHAVIORS



### RISK WATCH™ CULMINATING LESSON

#### Objective:

Students will be able to create a class pattern book; using the *Brown Bear, Brown Bear what do you see?* pattern that includes all 8 areas of the Risk Watch™ Curriculum.

#### Materials:

Construction paper

*Brown Bear, Brown Bear*

Pencils

Markers, crayons, colored pencils

#### Procedure:

1. Read the book *Brown Bear, Brown Bear*
2. Discuss the pattern.
3. Review the main idea for each safety area in the Risk Watch™ Curriculum. Write them on the board or on chart paper.
4. Model some patterns that you could do with *Brown Bear, Brown Bear* using the safety areas. For example, Safe Child, Safe Child, what do you see? I see a child with a bike helmet riding by me. Safe child, Safe child, what do you see? I see a child doing Stop, Drop and Roll by me. Continue with a few more until the children have a grasp.
5. Depending on the level and ability of your group, the children could write the sentence themselves or the teacher could pre-write them on the paper. Have the children illustrate each page.
6. Bind all the pages into a class book to share with other classes and keep on display in the class library.

#### ARIZONA STATE STANDARDS:

##### LANGUAGE ARTS

##### STANDARD 2 WRITING, STUDENTS EFFECTIVELY USE WRITTEN LANGUAGE FOR A VARIETY OF PURPOSES AND WITH A VARIETY OF AUDIENCES.

STUDENTS EFFECTIVELY USE THE WRITTEN LANGUAGE FOR A VARIETY OF PURPOSES AND WITH A VARIETY OF AUDIENCES.  
W-F2. USE CORRECT SPELLING, PUNCTUATION, CAPITALIZATION, GRAMMAR AND WORD USAGE, AND GOOD PENMANSHIP TO COMPLETE EFFECTIVELY A VARIETY OF WRITING TASKS.

PO 2. PUNCTUATE ENDINGS OF SENTENCES

PO 3. CAPITALIZE SENTENCE BEGINNINGS AND PROPER NOUNS

PO 5. WRITE LEGIBLY

##### HEALTH

##### STANDARD 1 STUDENTS COMPREHEND CONCEPTS RELATED TO HEALTH PROMOTION AND DISEASE PREVENTION.

1 CH-F7. IDENTIFY THE CHARACTERISTICS, CAUSES, PREVENTION AND TREATMENT OF COMMON CHILDHOOD INJURIES AND ILLNESSES  
PO 4. ILLUSTRATE WAYS TO PREVENT INJURIES